DOCUMENT RESUME

ED 403 964 JC 970 144

TITLE	University & Community College System of Nevada Report to the Legislature: Biennial Report, 1995-1997.
INSTITUTION	Nevada Univ. and Community Coll. System, Reno. Office of the Chancellor.
PUB DATE	97
NOTE	21p.; For a related planning report for 1997-2001, see JC 970 145.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Access to Education; Budgets; College Planning; Community Colleges; Cooperative Programs; Cost Effectiveness; Educational Improvement; *Educational Quality; Higher Education; *Organizational Objectives; *Partnerships in Education; Program Descriptions; Research and Development; *Statewide Planning; *Student Costs; Two Year Colleges; Universities
IDENTIFIERS	*University and Community College System of Nevada

ABSTRACT

This report describes the strategic directions and accomplishments of the University and Community College System of Nevada (UCCSN) for 1995-97. First, the System's Board of Regents are described and strategic directions identified by the Regents in April 1996 are reviewed. Funding and goals for the 1995-97 biennium are then discussed, indicating that the 2-year budget totaled $604.2 million. Accomplishments for the period are then described for the following key goal areas: (1) ensuring that higher education in the state is a good value, indicating that tuition was among the lowest in the western United States and that students paid only 22.5% of the costs of their education; (2) increasing access through initiatives related to financial aid, distance education, and flexible scheduling; (3) increasing the rate of students continuing on to college through such initiatives as a statewide "Go to College" campaign; (4) maintaining and enhancing educational quality, indicating that the System undertook the construction of state-of-the-art facilities in the period; (5) increasing partnerships with business and industry, describing efforts related to educational innovation and workforce development; (6) increasing partnerships with the K-12 sector, indicating that community college high schools and hi-tech centers on high school campuses were established; and (7) conducting research to meet state needs. For each goal area, specific programs at System universities or community colleges are described. (HAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 403 964

UNIVERSITY & COMMUNITY COLLEGE SYSTEM OF NEVADA

REPORT TO THE LEGISLATURE

Biennial Report 1995-1997

JC 970 144

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

W. Fox

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

UNIVERSITY & COMMUNITY COLLEGE

SYSTEM OF NEVADA

REPORT TO THE LEGISLATURE

Biennial Report 1995-1997

INTRODUCTION

The University & Community College System of Nevada (UCCSN) is Nevada's publicly-funded system of higher education. The UCCSN was created as a unified System in 1968 and consists of seven institutions: two universities, four community colleges and one research institution. Together, these seven institutions provide postsecondary education, research and service for the State and its residents.

The UCCSN is governed by a board of eleven elected officials, constitutionally established as the Board of Regents. Regents serve for six years, meeting regularly to determine policy for the UCCSN. The Board of Regents also selects, in consultation with various constituent groups, the Chancellor of the UCCSN who serves as CEO of the System. In October 1994, the Board of Regents appointed Dr. Richard S. Jarvis as the fifth Chancellor of the UCCSN. Chancellor Jarvis oversees the performance of the presidents of the seven UCCSN institutions. The presidents serve as the senior administrators of their institutions and are accountable to the Chancellor for implementing policy decisions established by the Regents.

The demands on higher education are great; the expectations large. The basis of a democratic society relies on a citizenry that is educated and able to participate in a meaningful manner, able to make decisions and choices in an ever more complex world. For American society to prosper in the twenty-first century, it will need the contributions of all its citizens. As knowledge and technology evolve and change, and as the demographics of the nation change, the challenge will be to provide the education necessary for all citizens to thrive and prosper.

As Nevada's public system of higher education, the UCCSN is committed to providing access and opportunity to a quality educational experience for the State's residents. In order to fulfill this commitment, the UCCSN community must embrace a shared vision for higher education and endorse common directions for reaching this vision. The Regents' Strategic Directions define this vision. In April 1996, the Regents identified eight key issues that will shape the goals of the UCCSN over the next decade. These are the UCCSN Strategic Directions.

STRATEGIC DIRECTIONS

To Achieve Excellence in:	By Means of Enhanced:
☒ Undergraduate Access & Growth	☒ Accountability
☒ Research and Graduate/Professional Education	☒ Planning
☒ Meeting State Needs	☒ Resources
	☒ Technology
	☒ Productivity

In addition to these eight directions, the Board of Regents reaffirmed its position regarding values and ethics. The Board recognizes the important role that higher education plays in building common societal values and ethics in Nevada and the country and continually seeks ways to promote and enhance this role.

1995-97 BIENNIUM

Thanks to the support and commitment of Governor Bob Miller and the Nevada Legislature, the University and Community College System of Nevada (UCCSN) successfully met the considerable challenge of providing high quality educational services and programs to the residents of the nation's fastest growing state during the 1995-97 biennium. For 1995-97, the UCCSN received a biennial budget of $604.2 million. These funds were used to serve the educational needs of a record 74,655 students statewide (fall 1996 headcount), 14.6% more than served in fall of 1993, the start of the 1993-95 biennium. These funds enabled the UCCSN to continue existing programs and services and to pursue the following key goals, to:

- ☒ Make higher education more accessible to more Nevadans.
- ☒ Increase the number of Nevadans continuing their education at two- or four-year institutions.
- ☒ Maintain and enhance quality at Nevada's six instructional and one research institution.
- ☒ Develop partnerships with K-12 to create a seamless system of public education.
- ☒ Develop partnerships with business and industry in the areas of workforce development and economic development/diversification.
- ☒ Conduct state-of-the-art research addressing the needs of the State and its residents.

Another area of key concern of the UCCSN during the 1995-97 biennium was to increase the System's accountability to the State and Nevada's tax-paying citizens. The many ways in which the UCCSN addressed and increased accountability are detailed in the companion to this document, *Report to the Legislature, Planning Report*, 1997-2001.

These accomplishments were achieved through the dedicated efforts of over 5,500 full-time equivalent faculty and staff -- a figure that includes hundreds of community professionals who serve among our part-time and adjunct faculty. These individuals harnessed their intellectual talents, creativity and leadership skills to find solutions to new and old problems through innovation and partnerships. The UCCSN thanks the State for its past support and for trusting the future of Nevada -- as it resides in the education of its current and future residents -- in its seven institutions of instruction and research.

NEVADA HIGHER EDUCATION IS GOOD VALUE

Low Tuition

Higher education is often described as an investment -- an investment in the intellectual potential of individuals, an investment in their future productivity. The University and Community College System of Nevada should be seen as an investment of particularly good value. The UCCSN has some of the lowest tuition and fee rates in the western United States. For the 1995-96 academic year, undergraduate and graduate fees at the two Nevada universities ranked 14th (lowest) among the 16 WICHE (Western Interstate Commission for Higher Education) states. In this same year, Nevada community colleges ranked 8th among the 14 WICHE states in average fees.

Students Pay Small Share of Cost, 22.5%

Low tuition and fee rates mean that students pay a comparatively small portion of their education while the State subsidizes the larger portion. In the 1995-97 biennium, UCCSN students paid on average 22.5% of the cost while the State assumed the remaining 77.5%. The September 30, 1996 issue of *U.S. News & World Report* cited the average UCCSN undergraduate university tuition of $1,830 as only 5.1% of the median household income, the second least expensive average tuition rate in the nation. These figures demonstrate Nevada's commitment to access in making postsecondary education highly affordable.

Academic Breadth & Excellence, Workforce Development

The UCCSN is also a "good value" investment in providing academic breadth and excellence. In 1996, the **University of Nevada, Reno** was once again ranked by *U.S. News & World Report* as one of 229 prestigious national universities. The **University of Nevada, Las Vegas** is known throughout the world for its award-winning College of Hotel Administration and has embraced a goal to become a premier urban university. Nevada's community colleges are the State's leaders in workforce development, providing a range of career opportunities. The State's four community colleges seek to meet regional needs in the areas of workforce preparation and enhancement, providing a broad range of training from operation logistics for warehousing to health care specialists to mining engineering technology.

ACCESS

"Access" refers to the accessibility of higher education to the State's residents. Barriers to access include high tuition, low financial aid, geographic isolation, program and schedule limitations and a tradition or culture not supportive of or unaccustomed to postsecondary education.

Increased financial aid, special programming and services, including distance education; meeting the needs of special populations, and class schedules designed to meet the needs of students are among the many ways the UCCSN institutions successfully addressed the issue of access during the 1995-97 biennium. The result -- more Nevadans than ever before were able to go to college.

Financial Aid

In the 1995-97 biennial budget the Legislature approved a one-time appropriation of $7 million in financial aid. This appropriation was a tremendous plus to the financial aid resources of the UCCSN and helped to increase total scholarship dollars by 72.7% from the 1993-95 biennium. A total of $19.9 million in financial aid was available, greatly increasing the accessibility of higher education to Nevadans with limited financial resources.

Distance Education

☒ *For Kathleen Eason, a teacher at Pahrump Valley High School, the* ***University of Nevada, Las Vegas*** *is a long commute. But in 1996, she took a UNLV class needed for re-certification without ever leaving Pahrump. Through interactive video technology, Kathleen and her 28 classmates in Pahrump "felt like we were right there in the class" even though the professor and other students were 60 miles away.*

Nevada's rural communities face considerable geographic isolation. In the 1995-97 biennium, Senate Bill 204 provided $5 million to the UCCSN for distance education programs. Through a variety of electronic communication technologies used to deliver educational programming, these funds helped to overcome the access problems faced by residents of Nevada's rural communities. (The important funding S.B. 204 provided for partnership programs with K-12 is described on page 14 of this report.)

Great Basin College in Elko has been a leader in distance education. Currently, over 150 students are enrolled in a variety of GBC classes from their home or office by modem. Emerging technologies are being used to improve access in a variety of other ways. At the **University of Nevada, Reno,** students can now locate admission information and go through university orientation at the university's home page on the World Wide Web. UNR's personalized Degree Audit Reporting System helps students stay in school and on track to graduation. This new computerized advising system guides students through their college careers, saving them time and money that might be spent taking unnecessary classes.

Programming for Complex Lives

☒ *Twenty-seven WNCC students realized their dream in fall, 1996 when they completed peace officer training in a new program which enables students to keep their daytime jobs and live at home while attending POST on evenings and weekends.*

Limitations in programming, class offerings and scheduling are other key elements of the access issue. Here, UCCSN institutions moved aggressively in the 1995-97 biennium to accommodate the needs of a Nevada student body that is, in general, non-traditional. Nevada students are older than traditional college students with 33.5% between 22 and 29 years of age and 19.5% between 30 and 39; most work on a part-time or full-time basis and many have financially dependent children. For most UCCSN students, going to college is only one facet of their complex and highly demanding lives.

The **Community College of Southern Nevada** saw its credit enrollment (headcount) surge 50% during the biennium by offering more than 2,500 class sections in 70 expanding career fields with flexible class times, seven days a week, matching the region's work and life styles. CCSN also implemented free on-campus evening youth supervision, staffed by area Boys & Girls Clubs, for children of CCSN students. This innovative program has proven extremely effective in improving access to CCSN for students who are single parents and require affordable, reliable child care in order to attend college.

Since the 1995 legislative session, **Western Nevada Community College** in Carson City has implemented a number of new academic programs and special services. For working students, WNCC implemented dozens of Weekend Colleges and short-term courses, along with expanded weekend library hours, to accommodate the restricted study hours of working students. WNCC is also partnering with the **University of Nevada, Reno** to offer students a fully transferable pre-engineering program, providing the first segment of an engineering degree for students who live outside the Reno area.

Truckee Meadows Community College addressed the access issue with a number of special initiatives. The College established the "Access to Success" program which provides tuition-free scholarships to 20 ethnic American students. Its "SmartStarts" program, which provides services to special populations, was expanded as were programs for seniors via the Community Service Division. TMCC also expanded courses in English as a Second Language for the employees of local casinos; learning English is the first critical step to postsecondary education in America.

NEVADA'S LOW COLLEGE-CONTINUATION RATE

☒ *During the 1995-97 biennium, UCCSN Chancellor Jarvis identified Nevada's low college-continuation rate as a key issue for the UCCSN and directed the UCCSN institutions to undertake a statewide "Go to College" campaign.*

Nevada has one of the nation's lowest college-continuation rates with only 37.6% of the State's high school graduates continuing their education at either a two- or four-year institution. This rate is 20 points below the national average of 58%. UCCSN Chancellor Richard S. Jarvis has repeatedly sought to focus attention on Nevada's low college-going rate (in contrast our high school graduation rate of 67.4% is about average in the nation). In short, Nevada's K-12 public school system is successfully producing high school graduates, but these graduates are not choosing postsecondary education. While there are many contributing factors, it is clear that Nevada does not have a college-going culture.

A statewide "Go to College" campaign was conducted by the UCCSN campuses in the form of increased student recruitment efforts and targeted programs and services. The fruits of these efforts are evident in the strong enrollment figures for fall, 1996. The final fall, 1996 enrollment data show the UCCSN serving a total of 74,655 Nevadans for a systemwide increase of 9.4% over the fall, 1995 figure of 68,280.

In terms of Full-Time- Equivalent (FTE) enrollment,* the UCCSN achieved an FTE enrollment of 40,016 as compared to fall, 1995 FTE of 36,937, for an increase of 8.3%. UCCSN was budgeted for 37,070 FTE for the 1996-97 academic year, a figure that was surpassed by 7.9%. Accordingly, the UCCSN met and exceeded its obligation to the State in terms of serving some 6,000 more students than the level funded in the 1995-97 biennial budget.

QUALITY

☒ *In 1995-97, the UCCSN successfully met the challenges inherent in balancing access and quality.*

The other side of the access issue in higher education is quality. Public higher education systems cannot jeopardize the quality of their product -- a college education -- in the face of access demands. Campus infrastructure in the form of facilities and equipment, particularly in the area of computer hardware and software, must be continuously upgraded. Similarly, campuses must be vigilant with regard to maintaining high caliber faculty and academic programming.

State-of-the-Art Instructional & Research Facilities

In the 1995-97 biennium, state funds built and equipped two major facilities at the **Community College of Southern Nevada's** Cheyenne Campus: a 100,000-sq.-ft. School of Resorts & Gaming and a major Academic & Computing Center. State funds also built a 76,000- sq..- ft. Academic & Computing Center on the CCSN West Charleston Campus, a campus which is devoted primarily to the health professions. Between 1995 and 1996, the number of students working directly with computers at CCSN doubled to over 5,000 as these two "super labs" came on line.

* FTE enrollment is a statistical measure of the instructional workload generated by students taking courses. 1 FTE is equal to registration in 15 credit hours, whether taken by one student or by the combination of several students. The State of Nevada uses FTE as a measure of workload in determining the budget for the UCCSN.

Also in Las Vegas, ground was broken for the **University of Nevada School of Medicine's** Education and Patient Care Center. This facility will create a community health and wellness center for southern Nevada and serve as a key instructional facility for medical students undertaking their residency programs. It will house office and clinical space for the School's family medicine, pediatrics, internal medicine, surgery, obstetrics and gynecology and psychiatry faculty, as well as provide a home base for University of Nevada medical students in Las Vegas.

In northern Nevada, the **University of Nevada, Reno** began construction of a new College of Education building with completion scheduled for 1997. The new building will provide sophisticated computerized classrooms as well as distance education technologies, a resource library to be shared with Washoe County School District with internet access, and high-tech labs focused on science, math and English as a Second Language. In 1995, UNR also acquired the former U.S. Bureau of Mines Research Center. This 63,000-sq.-ft facility includes laboratories, an electron microscope and 800 other items of research equipment.

During the 1995-97, **Western Nevada Community College** mobilized Douglas County residents and spearheaded a successful private sector fund-raising campaign for construction of a permanent college center in Carson Valley. Over $650,000 in private funds was raised for a classroom and laboratory facility in the Bently Science park in Minden on land donated by Don Bently. Construction began in fall 1996 and the facility is scheduled to open in fall 1997 with a full array of university transfer, applied science and job training courses.

The **University of Nevada, Las Vegas** received a $6.7 million donation from businessman Stanley Fulton to fund a new building for the International Gaming Institute and to create an endowment for scholarships in the Honors College. The International Gaming Institute is the premier source of information and training for the gaming industry. UNLV also received a gift of $5 million from William Boyd to support the creation of a Law School, bringing total private-sector gifts for the future Law School to $7 million.

At **Truckee Meadows Community College** a new $7.3 million library was dedicated in January, 1996 supported by a community gift of over $250,000 for furniture and equipment. A new $7.4 million Advanced Technology Building was completed on schedule and opened to students in January, 1997. During the biennium, TMCC also purchased an 85,000 sq.-ft building in the industrial area of Sparks, the Center for Applied Technology, for $1.2 million of which nearly $900,000 was provided by community contributions. These new facilities resulted in over 50% increase of square footage for instruction and student development at TMCC.

Excellence in Faculty & Academic Programs

☒ *Recently, a Dee Gold Mine supervisor in Elko had a crisis to resolve. The primary crusher for the mine has failed and the mine's mechanics were out of town. A newly hired GBC student who had just completed the Mill Training Program was asked to address the issue. By reviewing the product manual, he and fellow workers successfully fixed the crusher, in record time -- that is quality education.*

Great Basin College in Elko provides superior, student-centered education. GBC has a top quality mill training program where occupational students are well-prepared for the workplace. In 1995 and 1996, 100% of GBC graduates passed the national exam for registered nurses, a very difficult, demanding examination.

In 1995-1996, the **University of Nevada, Las Vegas** embarked on a year-long planning process. One of the principal aims of this activity was to make the university more student-centered and user-friendly. Through this process, UNLV determined its mission as a premier urban university. It established goals that speak to high quality, broad participation, and unlimited opportunity for those within the larger university community. In 1996, UNLV mechanical engineering professor Brendan O'Toole was named the Nevada Professor of the Year by the Carneige Foundation for the Advancement of Teaching. O'Toole is one of an elite group of state winners selected from 585 candidates nationwide.

Among **Western Nevada Community College's** faculty is a nationally recognized researcher. Physics and astronomy professor Robert Collier collaborates with scientists at the Desert Research Institute and UNR on projects as diverse as measuring the temperature of interstellar clouds and studying how the thinning of the ozone layer is affecting underwater life. Collier was profiled in December, 1996 on the cover of the national magazine *Community College Week*.

The **Community College of Southern Nevada's** automotive technology training program has been certified by the National Association for Automotive Service Excellence. CCSN revamped its program in 1995 to earn the highest level of achievement in all eight certification areas. Since its first graduating class of 1979, CCSN dental hygiene students have annually ranked in the top ten nationally in a field of 216 two-year and four-year college programs on the National Dental Hygiene Board certification exams.

The **Desert Research Institute's** air quality research is so well-regarded that the Institute was selected by the U.S. government to assist Mexico in dealing with the serious air quality problems there. DRI's international work has spread the reputation of Nevada's research capabilities to Antarctica, Ghana, China, Brazil, Argentina and Mexico City.

The quality of **University of Nevada, Reno's** academic programs is widely recognized. UNR's Accounting Program is one of 16 on the Honor Roll of the American Institute of Certified Public Accountants and the pass rate of UNR's CPA students has been twice the national average. The Chemistry Ph.D. program is second in the U.S. among similar departments according to the National Academy of Sciences.

Truckee Meadows Community College has been named a U.S. Forest Service Regional Wildland Fire Training Center, one of only two such centers west of the Rockies. The College's chapter of Phi Theta Kappa, the international honor society for two-year colleges, ranks among the top 20 of the organization's 2,000 chapters. TMCC's SmartStart Program has been cited as one of the top ten programs in the country by the National Council for Occupational Education.

BUSINESS & INDUSTRY PARTNERSHIPS

☒ *Since its inception in 1995, more than 250 Nevada companies have contacted the Manufacturing Assistance Program with remarkable success. In excess of 20 research projects have been launched for companies and more than 100 management or employee training programs have been completed.*

Innovation

Innovative partnerships with business and industry are helping to meet increased needs and expand services by leveraging valuable state resources. The Manufacturing Assistance Program (MAP) was initiated by the **University of Nevada, Reno** and has now spread statewide with field agents in Reno, Elko, Carson City and Las Vegas bringing university and community college support services, expertise and counseling to this key sector of Nevada's economic engine. Recently, MAP expanded its services to Nevada's construction and mining industries. In 1996, MAP received $200,000 in interim funding from the Legislature. This State's support led to a three-year $700,000 federal grant announced this fall.

Great Basin College has taken a leadership role in its community by creating "Team Elko." This unique and pro-active community partnership - created and hosted by the College - includes all the tax-based organizations in the area, such as the college, the city, county, hospital, Chamber of Commerce, school district, and Convention Center. These groups come together in an advisory capacity to share plans, to avoid duplication of efforts and to review and critique new projects in a concerted effort to prepare for Elko's dynamic future.

One of the newer campus partnerships is the "Innovations in Reuse for Education" project in which **University of Nevada, Las Vegas's** Environmental Studies Program joins forces with the Clark County School District, area private schools and businesses. Area businesses give the Reuse Center materials that would otherwise be wasted. The Reuse Center sends these materials to classrooms where they can be put to good use, thus realizing a direct and immediate benefit in recycling. For instance, discarded film canisters become seedling planters in elementary school classrooms and scrap papers and poster board become the raw materials for art projects.

Workforce Development

☒ *During the biennium, Las Vegas public radio station KNPR received a $4.5 million construction grant to build its new facility on CCSN's West Charleston Campus. This partnership will result in a new broadcasting industry academic program complete with real-world internships.*

The **Community College of Southern Nevada** is a leader in the State's workforce development system with a one-stop employer/employee center that should be a statewide model. In the 1995-97 biennium, customized and contract training programs, many with "ironclad guarantees," helped to establish or expand the following Nevada businesses: Bally's, Citibank, Ethel M. Chocolates, Fairway Chevrolet, Global Discount Travel, the Mirage, Nevada Power, Ocean Spray, Software Services and the Stratosphere. These guaranteed workforce training programs ensure employer satisfaction with the skills and proficiency levels obtained. Students who do not meet employer training objectives are retrained at no additional cost to the company.

Great Basin College (GBC) aggressively pursued business-education partnerships. The College joined with eleven mining and mining related companies to create the Manpower Training Cooperative (MTC). The college provides a 45-week intensive training program that combines classroom and laboratory instruction. These companies now provide some 63 scholarships. Completion of the program guarantees the companies a highly skilled workforce and provides graduates employment with the companies. Over a six year period, MTC has trained 250 students with over 90% obtaining employment locally. The lowest starting salary is $35,000 with most students receiving a starting salary in the $50,000 to $65,000 range. Because of GBC's success in job preparation, the mining industry has asked the College to prepare an estimated 500-600 employees for underground mining.

Manufacturers, government and public service organizations are finding **Western Nevada Community College** more accessible than ever before. The newly formed WNCC Center for Excellence provides job-site or on-campus training for employees and insightful expertise into operating as a total quality organization. Health and safety issues, staff/supervisor communication, effective hiring practices, computer applications, law and ethics are also studied in short-term seminars or comprehensive programs.

Truckee Meadows Community College's Business and Industry Division expanded its services to the northern Nevada community. In collaboration with the Economic Development Authority of Western Nevada and MAP, the College created the Basic Entry Skill Training program known as "BEST." The College also targeted the region's top 25 firms for specialized curriculum design and provided on-site training for major employers. Expanding its service to the Incline Village area, TMCC is now offering the only two-year ski resort management degree west of the Rockies.

PARTNERSHIPS WITH K-12

☒ *The current focus on increasing Nevada's college-continuation rate has led to a greater emphasis on meaningful partnerships with the K-12 public school system in an effort to create a seamless educational experience.*

Senate Bill 204

☒ *During the biennium, an estimated 105 distance education course sections served an estimated 1,300 high school students throughout Nevada.*

In the 1995-97 biennium, SB 204 provided $5 million to the UCCSN for distance education programs. This funding enabled all seven UCCSN institutions to offer courses not only to college students at UCCSN sites, but also from colleges to high schools within the State, between high schools and to Nevada teachers. As most postsecondary students in Nevada are first generation college-goers, the UCCSN must help make college a logical choice for the years immediately after high school. The delivery of college courses to high school students via distance education technologies is an effective way to help high school students get a positive college experience. SB 204 funded projects included the delivery of instruction over all available distance education technologies. Two-way interactive video, cable television and the Internet all were used to maximize service delivery across the State.

In 1995-97, the **Community College of Southern Nevada** provided general education, business and other courses to 28 high schools in southern Nevada through cable television and the Internet. **Great Basin College** offered a variety of courses to sites in Elko, Ely, Winnemucca and Battle Mountain. **Western Nevada Community College** provided lower-

division courses to as many as eight sites simultaneously entirely by compressed video. The WNCC College Early Entry Program offered classes by two-way interactive video at high school sites in Carson City, Minden, Lake Tahoe, Yerington, Hawthorne and Lovelock. The **University of Nevada, Reno** provided lower-division college to high school courses, and the **Desert Research Institute** provided professional development training for K-12 science teachers. K-12 students in Nevada classrooms are using the World Wide Web to expand their classroom instruction by connecting with DRI scientists in Antarctica to ask questions about their research. The **University of Nevada, Las Vegas** partnered with six southern Nevada high schools. In academic year 1996-97, juniors and seniors at Bonanza High School are taking a psychology class, students at Valley High are taking math; Laughlin students are taking environmental science and students at the Advance Technologies Academy are focusing on Russian language -- all originating from UNLV's College of Extended Studies.

Community College High Schools

A second, major K-12 partnership has been led by the **Community College of Southern Nevada**. During the biennium, CCSN initiated Community College High Schools at their Cheyenne and West Charleston campuses with a total of 250 students earning dual credits and getting a jump-start on college. Students can earn up to a year of college credits by high school graduation and be well on the way to a bachelor's degree in just three more years.

Hi-Tech Centers on High School Campuses

In 1996, the **Community College of Southern Nevada** pioneered the concept of joint use Hi-Tech Centers. This prototype facility, designed to be located on a high school campus, will house a state-of-the-art open computer lab surrounded by networked automated computer classrooms. The concept is for high school students to use these Hi-Tech Centers in the mornings while CCSN students use them in the afternoons and evenings. The college also gains access to the high school's general classrooms during the evenings, eliminating the need for construction of additional classrooms on the community college campus. These $5 million facilities promise a tremendous cost-savings to the State.

RESEARCH

The two universities, UNLV and UNR, and the Desert Research Institute are the principal research entities of the UCCSN, although many community college faculty conduct important scholarly research as well. Research is important to the UCCSN and to the State for a number of reasons: in improving the quality of undergraduate and graduate education, in generating additional state revenues, and in supporting the State's economic development and diversification efforts.

☒ *DRI air quality scientists continued pioneering air pollution studies for Clark and Washoe counties. This research has played a key role in improving air quality for the residents of these Nevada counties.*

The **Desert Research Institute** is the statewide research division of the UCCSN devoted to environmental issues facing the State, nation and world. DRI faculty generate their own funding for research and during the biennium they brought in more than $45 million in grant and contract funding. The research dollars garnered by DRI scientists cycle through the State's economy, generating further revenues. DRI also provides graduate-level instruction and advisement, adding critical enhancement to the environmental science and engineering programs at UNLV and UNR. In 1995-97, DRI faculty taught more than 30 advanced courses per year at UNR and UNLV, and provided financial aid of over $600,000 to more than 50 graduate students annually through research assistantships.

During the 1995-97 biennium, DRI hydrologists continued studies in Las Vegas on the potential reuse of run-off waters. In conjunction with UNR scientists, DRI researchers worked to develop a response model for toxic spills along the Truckee River. DRI hydrologists also continued long-term studies of the movement of ground water at the Nevada Test Site, building an extensive body of knowledge about arid lands hydrology and the movement of contaminants. DRI biologists studied exposure to hantavirus in Nevada.

DRI has been seeding the clouds over the Sierra Nevada and Ruby Mountains since the mid-1970s, increasing snowfall by up to 13 percent and providing a cost-effective way of augmenting water resources. Using similar technologies, DRI scientists help to keep the Reno-Tahoe International Airport open by fog-seeding. Economic studies indicate Reno can lose as much as $3 million a day if the airport is forced to close. DRI climatologists also continued to operate the Western Regional Climate Center. This Center collects and distributes climate and weather data to anyone who needs it, including Nevada farmers and ranchers.

In DRI's climate-controlled Great Basin Environmental Research Laboratory in Reno, scientists studied the response of the economically-important ponderosa pine to increasing atmospheric carbon dioxide. Other DRI scientists conducted their research abroad, including a major, multi-year project analyzing Antarctic ice cores for patterns of past climatic variations. A multidisciplinary program with the northeastern Brazilian state of Ceara is focusing on the periodic drought episodes affecting that region and developing a water resource decision support system.

Over the last biennium, **University of Nevada, Reno** faculty generated more than $137 million in sponsored projects. As most of these funds are spent in Nevada, UNR's research enterprise has had a profound economic impact on the State. UNR has nearly 3,000 graduate students enrolled in more than 100 advanced degree programs. In the 1995-97 biennium, more graduate students received financial support from sponsored research funds than from state dollars.

Research excellence is highly valued at UNR, and the faculty includes many nationally acclaimed scholars in the humanities, social sciences, natural sciences and engineering. Professor Peter Goin in the Department of Art is internationally recognized for his photography. In the Mackay School of Mines, graduate student John McCormick identified two new minerals previously unknown to science; one of these, kenhsuite, has properties similar to the silver halides used in photography. In the School of Medicine, Dr. Kenton Sanders and his colleagues are performing cutting-edge research in gastrointestinal physiology with the support of a $10 million grant from the National Institutes of Health. In the College of Engineering's Structures Laboratory, bridge structures are being subjected to actual earthquake motions using state-of-the-art "shake tables." Professors Mehdi Saiidi, Bruce Douglas and their students are using this facility to build and retrofit bridges and othér structures to withstand earthquakes

Research at the **University of Nevada, Las Vegas** addresses a broad range of topics of interest to Nevadans and, indeed, to all of mankind. During the biennium, UNLV physicist Donna Wiestrop received a NASA grant of nearly $1 million to support her work on the spectrograph for the Hubble Space Telescope. UNLV molecular virologist Marcella McClure has received two grants totaling nearly $1.4 million from the National Institutes of Health to support her research into viruses.

Addressing state needs, UNLV investigators have been studying Nevada's approach to attracting and retaining business and industry, conducting pilot projects for alternative uses of the Nevada Test Site. On-going studies address the needs of Nevada's citizens in the areas of criminal justice, communication and transportation. Research programs on aging have targeted the needs of Nevada's growing population of senior citizens. UNLV environmental scientists have been investigating the potential for geothermal, wind and solar energy generation systems to meet Nevada's growing energy needs.

CONCLUSION

During the 1995-97 biennium the **University and Community College System of Nevada** provided high quality postsecondary education to a record number of Nevadans. The UCCSN successfully fulfilled its obligation to Nevada by addressing the critical areas outlined in this report. The faculty and staff of the UCCSN applied their energy, intelligence and creativity to:

- ☒ Make higher education more accessible to more Nevadans.
- ☒ Increase the number of Nevadans continuing their education at two- or four-year institutions.
- ☒ Maintain and enhance quality at Nevada's six instructional and one research institution.
- ☒ Develop partnerships with K-12.
- ☒ Develop partnerships with business and industry.
- ☒ Conduct state-of-the-art research addressing the needs of the State and its residents.

UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA

BOARD OF REGENTS

Mr. Madison Graves II, Chairman
Mr. Mark Alden
Ms. Shelley Berkley
Dr. Jill Derby
Mrs. Thalia Dondero
Dr. James Eardley
Mrs. Dorothy S. Gallagher
Mr. David L. Phillips
Mrs. Nancy Price
Mr. Howard Rosenberg
Mr. Tom Wiesner
Ms. Mary Lou Moser, Secretary of the Board

SYSTEM ADMINISTRATORS

Dr. Richard S. Jarvis, Chancellor
Dr. Tom Anderes, Vice Chancellor for Finance & Planning
Dr. John Richardson, Vice Chancellor for Academic & Student Affairs
Mr. Donald F. Klasic, General Counsel
Ms. Suzanne Ernst, Deputy to the Chancellor for External Relations
Ms. Karen Steinberg, Deputy to the Chancellor for Planning & Policy Analysis

---

Additional copies of the *UCCSN Report to the Legislature, Biennial Report, 1995-1997* are available from Suzanne Ernst, Deputy to the Chancellor for External Relations, in the Las Vegas System Administration Office or Constance Howard, Director of Public Information, in the Reno System Administration Office.

UCCSN System Administration
2601 Enterprise Road
Reno, Nevada 89512
702/784-4901

UCCSN System Administration
5550 W. Flamingo Road, Suite C-1
Las Vegas, Nevada 89103
702/889-8426